

## **TEACHERS' ATTITUDES TOWARDS ASSESSMENT AND HOW THEIR INSTRUCTIONAL CHANGES ARE AFFECTED BY THEIR PERCEPTION OF STAKEHOLDERS: THE CASE OF MONGOLIA**

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*Keywords:* assessment; stakeholders; instructional change

The assessment results and the pressure from the stakeholders are the tools for teachers to change their teaching behaviour. In Mongolia, state level exams are administered by the Ministry of Education to monitor the level of implementing the programs of the pre-, primary and complete secondary education. They are taken by 5<sup>th</sup>, 9<sup>th</sup> and 12<sup>th</sup> graders in Mathematics, Mongolian language, Science and Foreign language subjects. Also, there are official exams to assess students' achievement levels of different subjects by the local educational centres. The aim of the present study was to examine how teachers' attitudes towards different assessments and the pressure from stakeholders reflect on their instructional practices. Participants of this study were teachers of 12 schools from one province. Altogether 303 teachers (15.2% male, 87.5% female) responded to an online questionnaire. Teachers' attitudes towards assessments was targeted by questions about their acceptance of the above mentioned assessments. Regarding the extent of perceived pressure on teachers by different stakeholders, two factors were extracted from the teachers' answers: (1) Professional (colleagues, central administration, and school board) and (2) Non-professional (parents, public). Confirmatory factor analysis was used to identify changes in teachers' instructional practice as a result of system-level assessments ( $\chi^2=138.73$ ;  $df=94$ ;  $p=.002$ ;  $CFI=.943$ ;  $TLI=.927$ ;  $RMSEA=.032$  95%  $CI=.029-.042$ ). Five factors were identified from the dataset: (1) homework, (2) instructional change, (3) reallocation of teaching content, (4) test taking strategies, (5) reallocation of teachers' attention among outliers. Multiple regression analyses were conducted to examine the relationship between instructional changes and teachers' attitudes towards the assessments and stakeholders. Teaching content ( $R^2=.087$ ,  $F=6.801$ ,  $p<.01$ ) and test taking strategies ( $R^2=.138$ ,  $F=2.797$ ,  $p<.05$ ) are significantly and positively predicted by all three predictors. Also, perceptions related to non-professional stakeholders significantly predict ( $p<.05$ ) giving more homework. The results reveal teachers' instructional changes are affected by their views related to the acceptance and the usefulness of the assessments as well as to the perceived pressure from stakeholders. These same factors contribute significantly to changes in 'practicing test-taking strategies' as well.

*This study was supported by the Doctoral School of Education, University of Szeged.*